

Community Emergency Response Training

Instructor's Guide



This curriculum was designed and constructed by:

The Committee for Ability Oriented Emergency Training

The Washington Commission for National and Community Service
Washington State Citizen Corps Council
Chair - Karin Frinell-Hanrahan

The Washington Coalition of Citizens with disAbilities
Jeanette Murphy
Robert Blumenfeld

The Washington State 9-1-1 TTY Education Program
Donna Platt

Eastern Washington Center for the Deaf and Hard of Hearing
Ann Glynn

City Chaplain
Patrick J. Hamman

City of Kent Fire Department Deputy Chief
Dominic Marzano

Kitsap County Department of Emergency Management
Laura Jull

AmeriCorps Volunteer
Chau Phan

King County Office of Emergency Management
Timothy Doyle

King County Office of Civil Rights
Karen Ozmun

Washington State Department of Services for the Blind
Yang-su Cho

Department of Homeland Security – Federal Emergency Management Agency
Susan Harbeson – Region 10
Pattijean Hooper – Region 8 and The University of Washington
Department of Communication



Community Emergency Response Training

Mission and Goals

If available communities should use **emergency services personnel because they are the best trained and equipped to handle emergencies**. However, following a catastrophic disaster, individuals and the community may be on their own for short periods of time because of the size and scope of the situation.

The **Mission** of this Community Emergency Response Training curriculum is to train individuals and groups from a variety of communities to prepare themselves, their families, their workplaces and neighbors to respond appropriately in the event of a catastrophic disaster.

Specific **Goals** include:

1. To train individuals in emergency preparedness, mitigation and response.
2. Teach the importance of personal safety to individuals who respond to emergencies.
3. Provide information about individual and community preparedness for a three-day period following a disaster.
4. Emphasize knowledge about local resources.
5. Train to the specific circumstances of the individuals in the classroom.
6. Train to the participant's personal level of ability.

This training covers basic skills that are important to know in a disaster when emergency services are not available. With training and practice and by working as a team, participants in this training will be able to protect themselves and **do the greatest good for the greatest number of survivors of a disaster**.



Community Emergency Response Training

Table of Contents

Introduction – CERT

Goals, content, supplies, staffing requirements timeline.....	page 1
When disaster strikes	page 2
How CERT developed	page 2
Curriculum review	page 3
CERT classroom operations	page 3 & 4
Learning styles	page 4
Interacting with other participants	page 4 & 5
CERT Train-the-trainer	page 5
End of unit slide	page 6

Unit One – Disaster Preparedness

Goals, content, supplies, staffing requirements timeline	page 1
Overview and objectives	page 2
Introductions and icebreaker	page 2
Defining disasters	page 3
Disaster response process	page 3
Home and workplace preparedness overview	page 4
Disaster supply kit	page 5
Escape plan	page 5
Mitigation	page 5
Water shut off.....	page 6
Electrical shut off.....	page 6
Gas Meter shut off	page 6
Group activity and review.....	page 7
End of unit slide	page 7

Unit Two – Understanding Emergency Management

Goals, content, supplies, staffing requirements timeline.....	page 1
Overview and objectives	page 2
From emergencies to disasters.....	page 3
Emergency management process in brief	page 3
Local emergency management.....	page 3
State emergency management.....	page 4
Federal emergency management.....	page 4
Comprehensive emergency management	page 4
The emergency life cycle	page 5
Emergency support Functions	page 5
The language of emergency management	page 5
Photo slides of disaster response efforts	page 6 - 10
End of unit slide	page 10

Unit Three – Fire Safety

Goals, content, supplies, staffing requirements timeline.....	page 1
Introduction and unit overview	page 2
Objectives	page 2
The fire triangle	page 3
Fire chemistry	page 3
Reducing fire hazards in the home and workplace	page 3 & 4
CERT size up.....	page 4 & 5
Firefighting resources	page 5
Types of fire extinguishers	page 5
P.A.S.S.	page 6
Fire suppression safety.....	page 6
Hazardous materials	page 7
Identifying stored hazardous materials	page 7
Identifying stored hazardous materials	page 7
Identifying hazardous materials in transit.....	page 8
End of unit slide	page 8

Unit Four – Disaster Medical Operations Part 1

Goals, content, supplies, staffing requirements timeline.....	page 1
Introduction and unit objectives	page 2
Treatment of life threatening conditions	page 2 & 3
Exercise: Opening the airway	page 3
Exercise: Controlling bleeding	page 4
Exercise: Treating shock.....	page 5
Triage.....	page 6
Exercise: Conducting Triage	page 6
End of unit slide	page 6

Unit Five – Disaster Medical Operations Part 2

Goals, content, supplies, staffing requirements timeline.....	page 1
Unit four review	page 2
Introduction and unit objectives	page 3
Public health considerations	page 3
Steps to maintain hygiene.....	page 4
Maintaining sanitation	page 4
Functions of disaster medical operations.....	page 4
Establishing treatment areas	page 5
Indicators of injury	page 5
Conducting victim assessments.....	page 6
Head-to-toe-assessment.....	page 6
Closed-head, neck, and spinal injuries	page 6
Exercise: Conducting Head-to-toe assessments	page 7
Layers of skin.....	page 8
Classification of burns	page 8
Wound care.....	page 8
Rules of dressing	page 9
Treating amputations	page 9
Treating impaled objects.....	page 9
Treating fractures, dislocations, sprains and strains.....	page 10
Treating an open fracture.....	page 10
Signs of sprain	page 11

Unit Five – Disaster Medical Operations Part 2 (Continued)

Guidelines for splinting.....	page 11
Exercise: splinting	page 11
Nasal bleeding	page 12
Symptoms of Hypothermia.....	page 12
End of unit slide	page 13

Unit Six – Light Search and Rescue

Goals, content, supplies, staffing requirements timeline.....	page 1
Unit objectives and overview	page 2
Decision to attempt rescue	page 3
Goals of search and rescue	page 3
Effective search and rescue.....	page 3
Search and rescue size-up, steps 1 & 2	page 4
Exercise: Gathering facts.....	page 5
Search and rescue size-up, steps 3, 4, & 5	page 6
Exercise: Search and rescue size-up	page 7
Conducting search operations	page 8
Effective methodology.....	page 8
Search methods.....	page 8
Conducting search operations	page 9
Conducting rescue operations	page 9
Creating a safe environment.....	page 9
Precautions to minimize risk	page 10
Removing victims.....	page 10
Extrication method	page 10
Exercise: Removing victims	page 11
End of unit slide	page 11

Unit Seven – CERT Organization

Goals, content, supplies, staffing requirements timeline.....	page 1
Overview and objectives	page 2
On-scene emergency management.....	page 2
CERT organizational structure goals	page 3
CERT organization structure goals in a disaster.....	page 3
Incident command system	page 3 & 4
CERT decision making	page 4
CERT documentation.....	page 4
ICS activity	page 5
CERT roles in recent disasters	page 5
End of unit slide	page 5

Unit Eight – Disaster Communication

Goals, content, supplies, staffing requirements timeline.....	page 1
Overview and objectives	page 2
The scope of disasters	page 2
Communication networks and disasters	page 3
The impact on communication after a disaster	page 3
Personal communication skills.....	page 3
Four major systems of personal communication	page 4
Exercise: Communication style flexibility	page 5
End of unit slide	page 5

Unit Nine – Disaster Psychology

Goals, content, supplies, staffing requirements timeline.....	page 1
Unit overview and objectives	page 2
Understanding disaster & post-disaster emotional environments.....	page 3
Defining disaster	page 3
Vicarious trauma	page 3
Individual well-being.....	page 4
Psychological symptoms.....	page 4
Physiological symptoms.....	page 4
Identifying steps to reduce rescuer stress	page 5
Stress reduction activities	page 5
Team well being.....	page 6
Critical incident stress debriefing	page 7 & 8
Disaster myths	page 8
Disaster behaviors – general patterns	page 9
Social location.....	page 9
Exercise: Social location	page 9 & 10
Elderly	page 10 & 11
Youth.....	page 11 & 12
Traumatic stress	page 12
Supportive responses	page 13
Resources and referral	page 13 & 14
Summary and end of unit slide	page 14

Unit Ten – All Hazards

Goals, content, supplies, staffing requirements timeline.....	page 1
Introduction, overview and objectives	page 2
For all hazards	page 2 & 3
Dams.....	page 3
Earthquakes.....	page 4
Extreme heat & drought.....	page 5
Flood	page 5 – 7
Hazardous materials	page 7
Hurricane	page 8 – 9
Landslides and mudslides.....	page 9
Nuclear energy emergency.....	page 10
Terrorism.....	page 10 & 11
Thunderstorms and lightning	page 11
Tornado.....	page 12
Tsunami	page 13
Volcano	page 14 – 16
Winter storms.....	page 16
Exercise: all hazards.....	page 17
End of unit slide	page 17

Instructor Guide to Introduction

1. The goal of this unit is to provide an overview of the Community Emergency Response Training, explain how different participants learn and understand how to interact with participants who have varying abilities.

2. This is the content for Introduction:

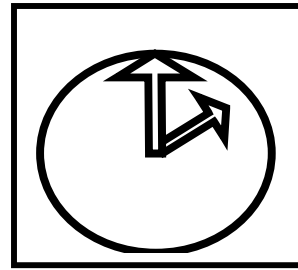
- a. When disaster strikes
- b. How CERT developed
- c. CERT Curriculum overview
- d. Classroom operations
- e. Learning Styles
- f. Interacting with other participants

3. Supplies needed for the introduction:

- LCD projector
- Computer linked to LCD projector
- Computer disk containing the introduction unit's power point presentation
- Instructor Guide for the introduction
- Participant's Manual for CERT

4. Instructional staffing requirements:

The full instructional staff should be present for the introduction.



5. The introduction is scheduled for 60 minutes

- a. 10 minutes
- b. 5 minutes
- c. 5 minutes
- d. 10 minutes
- e. 20 minutes
- f. 10 minutes

60 minutes



The clock is found throughout the instructor guide it indicates how many minutes it is suggested be spent on each subject area.

Time spent on each unit can be maneuvered by dropping content and referring to its placement in the take-home materials. This permits flexibility on the part of the instructor and encourages participants to question or discuss course matters. It also holds the instructor to the time limit for the unit without expecting participants to stay overtime or to have instructors who follow to give up their time.



This is an overview for the full training to follow (whether it is the week long, month long, or other length of training).

Introductions of the teaching team and class take place in the next unit. This offers people who show up late a chance to be included in the introduction activity.

This may be the first time participants have any experience with emergency management. This slide will give a general overview.

Don't spend a great deal of time explaining the disaster response process or emergency management here. There is a whole unit that covers what Emergency Management is as a profession. The disaster response process is also covered in the first unit on disaster preparedness.

'Just good to know' information:
CERT developed from a program that started in Kobe Japan. They wanted to involve citizens in disaster preparedness after a major earthquake. The LAFD CERT program modeled itself after that.

Citizen Corps is the national program that sponsors and supports CERT.

Community Emergency Response Training Introduction



Office for Domestic Preparedness
Community Emergency Response Training

When disaster strikes

- First Responders
- Individuals
- Households
- Neighborhoods
- Preparedness, planning, survival skills and mutual aid during initial period!



Office for Domestic Preparedness
Community Emergency Response Training

How CERT Developed

CERT concept was developed and implemented by the City of Los Angeles Fire Department in 1985. FEMA encouraged nationwide adoption of the program.



Presidential program for volunteers to help communities prepare and respond to national incidents. CERT is a primary element.

The mission of this course is to train residents from a variety of communities to help individuals and groups prepare themselves, their families, coworkers and neighbors in the event of a catastrophic disaster.



Office for Domestic Preparedness
Community Emergency Response Training



This is an opportunity to review how the full training will take place. It is good to explain that there will be opportunity for hands-on learning on days two and three.

It is good to explain that day five will utilize all the material explained in the previous four days. The learning will build upon itself.

This slide, combined with the one that follows are allotted 10 minutes combined.

Building on what you indicated would happen each day; you can link how different material will be presented in different formats. To best present information, a variety of instructors are used based on their subject matter expertise. Participants in class are considered a rich environment for expertise in a variety of backgrounds.

What is CERT?

- Community Emergency Response Training
 - For individuals
 - For teams
- Basic training in:
 - Disaster preparedness
 - Fire safety
 - Disaster medical operations
 - Rescue skills
 - Disaster Communication
 - Disaster psychology
 - Understanding hazards
 - Emergency response organizations



Community Emergency Response Training

CERT Curriculum

- | | |
|---|---|
| <ul style="list-style-type: none"> • Day One <ul style="list-style-type: none"> – Introduction – Disaster Preparedness – Understanding Emergency Management • Day Two <ul style="list-style-type: none"> – Fire Safety – CERT Operations | <ul style="list-style-type: none"> • Day Three <ul style="list-style-type: none"> – Disaster Medical Operations Pt. 1 & 2 – Search and Rescue • Day Four <ul style="list-style-type: none"> – Disaster Communication – Disaster Psychology – All Hazards • Day Five <ul style="list-style-type: none"> – Simulation! |
|---|---|



Community Emergency Response Training

CERT Classroom Operations

- Instructors
 - Subject matter experts
 - Team teaching
- Learning
 - Lecture and discussion
 - Individual and group
 - Interaction, simulation, role-play



Office for Domestic Preparedness
Community Emergency Response Training



It is important to point out that adult learners can take breaks as they need. That they should respect the space and privacy needs of fellow participants.

Change this slide if needed based on your classroom timeline. For example, if you have lunchtime speakers, indicate participation level expectations.

If this material is new to you as an instructor, take time to review the categories from the participant's manual. This material is a **KEY CONCEPT** for this curriculum. All learners should be attended to in the CERT course. It is the position of the program that all members of a community who wish to undergo training in disaster preparation and response through CERT have an accessible classroom.



The next three slides have been allotted approximately 20 minutes combined.

Each slide ends with the same notion that learners should not make assumptions about each others capabilities.

If you have participants or instructors in your training with disabilities who have been asked and agreed ahead of time to address their learning and communication needs, this is a good place to ask for their input.

CERT Classroom Operations

- Breaks
 - Scheduled
 - As needed with minimal disruption at participants discretions



Community Emergency Response Training

Learning Styles

- Visual Verbal Learner
- Visual Nonverbal Learner
- Tactile Kinesthetic Learner
- Auditory Verbal Learner

The key to successful learning is understand how you learn adapt to the environment.

Respect how others learn!



Office for Domestic Preparedness
Community Emergency Response Training

Interacting with other participants

- Deaf or hard of hearing
 - Determine communication method
 - Speak directly
 - To gain their attention
 - Position while communicating
 - Clear communication
 - Do not make assumptions



Office for Domestic Preparedness
Community Emergency Response Training

It is important to stress that a disaster can render anyone disabled, on a temporary or permanent basis. Exposure to learning and communication needs of these community members may provide a great skill base for participants to meet the needs of a variety of community members during a disaster.

Interacting with other participants

- **Visual Impairment**

- Language
 - Descriptive • Natural Phrases • Volume
- Ask before doing
- Conversing in a group
- Service animal
- When you leave the area
- Do not make assumptions



Office for Domestic Preparedness
Community Emergency Response Training



Throughout the class, participants will be placed outside their comfort zones in a variety of learning situations. Their physical bodies may need to be in different circumstances to participate in classroom activities (for example, triage cards that ask them to have no hearing because of a loud blast that accompanied the earthquake). These information about interacting with participants with different learning styles or physical ability differences will help them build a skill base to interact and better meet the needs of the full community during disaster response.

Interacting with other participants

- **Mobility Impairment**

- Eye contact
- Wheelchair or scooter
- Awareness of accessibility
- Speak directly
- To push or not to push?
- Do not make assumptions



Office for Domestic Preparedness
Community Emergency Response Training



If you are training trainers for CERT, use this slide. If this is a standard CERT class, skip or delete it from your presentation.

CERT Train – The – Trainer

The mission of this course is to train people from a variety of communities to **help individuals and groups prepare** themselves, their families, coworkers and neighbors in the event of a **catastrophic disaster**.



Office for Domestic Preparedness
Community Emergency Response Training

Always ask if there are questions at the end of each unit, but remember as an instructor, to ask that as you go along. Often questions are best asked and addressed in the body of your presentation when they are more topical and easy to relate to information at hand.

Identify if there is a break before the next session, how long it is, and where toilet facilities, snacks and rest areas are located.

